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ABSTRACT

The report presents evaluation evidence on the effectiveness of Lousiana's preschool program for the handicapped in its second year of operation. Evaluation findings are outlined for three major goals (to increase the efficiency of the Office of Early Childhood Education of the Handicapped, to administer funds to support local education agency--LEA--preschool education programs, and to organize and conduct inservice programs for personnel working in preschool handicapped programs) and the related subgoals. Listed among findings are: to help develop preservice training programs for teachers of preschool handicapped children, the Early Childhood project staff encouraged universities to initiate and expand their training programs; in conducting the administrative activities of the office, the staff organized workshops, evaluated training activities, provided input into the development of the fiscal year 1980 annual program plan, developed policies, and scheduled personnel to monitor and provide technical assistance to LEA programs; and the project staff developed and distributed a manual entitled "Sourcebook for Noncategorized Preschool Programs." Conclusions included that project activities have been only moderately successful in helping LEAs obtain additional funding for preschool handicapped programs. Completion of written descriptions of training models including an assessment inventory, planning procedures, training procedures, and evaluation techniques is among the recommendations. (SEH)

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Final Evaluation Report
for
State Implementation Grant
Preschool and Early Education
for the Handicapped

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I. Background Information

The State of Louisiana has had legislation requiring special education for all preschool children (3-5 years of age) since 1972. However, the mandate of this legislation has not been fully met. Experiential difficulties at the local level in procedures to seek out, identify, and evaluate preschool children and lack of coordination among state agencies, have contributed to the inability to fully implement preschool services for the handicapped on a statewide basis. The availability of the preschool incentive grants (approximately $60 per pupil in 1977) under P. L. 94-142 assisted the State of Louisiana to begin to react to these problems and formulate a plan to extend and implement preschool education for all handicapped children. By using funds from the preschool incentive grants and state monies for salaries and instructional staff, the local education agencies were in an improved position to develop and implement direct education services for preschool handicapped children. However, there was a need to develop a coordinated network of direct services, teacher training, and administrative support. To fulfill this need, a proposal was written to obtain a grant to establish an office for early childhood education for the handicapped in the State Department of Education. The function of the office would be to assist local education agencies to develop a network of direct preschool services for handicapped children, work with governmental agencies which provide health care services for the preschool child, cooperate with universities to develop teacher training programs, provide competent authority teams, teachers, aides, and administrators with opportunities to develop skills for evaluating and educating the preschool child, and assist parents of preschool handicapped children to obtain supportive educational and other services for handicapped children.

AUG 1 8 1980

On July 1, 1977, the State of Louisiana (State Department of Education) received a grant award for the implementation of preschool programs under the Louisiana State plan for special education.

The original grant award was for a period of two years, February 9, 1977, to June 30, 1978; this was amended per letter of David Rostetter (project officer) of January 24, 1978 to a period of one year with the option of second year funding pursuant to the submission of a continuation proposal. The continuation proposal was submitted and approved, and the grant was continued for the 1978-79 school year.

The project director for the grant was changed in February 1978 as documented in a letter to Dr. Bill Swan, former project officer. The former project director was Dr. Robert Schedgick. The present project director is Dr. Ronald Lacoste.

The purpose of this report is to present evaluation evidence on the effectiveness of the program for the second operational year.

II. Evaluation Findings

To report the evaluation findings, each goal will be stated. Data concerning the goal will then be presented.

Goal 1.0: To increase the efficiency of the Office of Early Childhood Education of the Handicapped.

The SEA Office of Early Childhood Education was established during the 1977-78 school year. The first goal of the current year's project was to increase the efficiency of that office. To achieve this goal, a number of subgoals needed to be completed. In reporting the evaluation data each subgoal will be stated and the evidence indicating the extent the subgoal was completed will be presented. This procedure will be followed throughout the remainder of this report.

Subgoal 1.1: To more effectively utilize staff and materials

Several types of activities were completed to achieve this subgoal. The evaluator collected documentation data on these activities and the evidence is summarized below.

1. Revised job descriptions were written for each of the personnel in the Office of Early Childhood Education for the Handicapped. The job descriptions more fully reflected the responsibilities of the staff and contained the following kinds of information: (a) title of position, (b) qualifications expected, (c) reporting responsibilities, (d) who person supervises, (e) job goal, and (f) performance responsibilities.
2. The purchasing of materials and equipment needed for the Early Childhood Office has been completed. Documentation data on these purchases are in the files of the section chief.
3. The staff of the Early Childhood Office have discussed ways to better organize their work activities and better allocate their work assignments. The development of work flow charts are still in the discussion stage.

Subgoal 1.2: To improve the services of the resource center for preschool education

The aim of this goal was to have the personnel in the Office of Early Childhood Education for the Handicapped assist directors of model programs for preschool children disseminate information about their programs. Several model preschool programs are in operation including (1) a regional school based project located in Lincoln parish, (2) a regional home based project located in Madison parish, (3) a regional resource materials center located in Jefferson parish, (4) a regional early childhood screening project located in Natchitoches parish, (5) a regional program for the visually

impaired located in Lafayette parish, and (6) a program for the moderately and severely handicapped children operating in New Orleans.

The staff of the Office for Early Childhood Education for the Handicapped did disseminate information about the programs to school districts throughout the state concerning the materials and services available from each project. Directors of the model projects kept information on the number of visitors to their projects, materials disseminated, and services they provided to local education agencies.

Subgoal 1.3: To develop pre service training program for teachers of preschool handicapped children

During the 1977-78 school year a survey was conducted on types of pre service training for teachers of preschool handicapped children. The purpose of this survey was to develop a list of qualifications that might be used to establish certification requirements for teachers of preschool handicapped children. This material is presently being reviewed and discussed so that a list of certification requirements can be submitted to the Board of Elementary and Secondary Education for adoption. This board is the governing body for public education in Louisiana.

Also during the 1977-78 project year meetings were held with colleges and universities to explore pre service offerings for persons training to be teachers of preschool handicapped children. The curriculum offerings being provided were identified, and universities were encouraged to move ahead and provide other offerings and/or develop training programs in this area.

These discussions have continued during the 1978-79 program year and as a result training programs are operating or being initiated at Tulane University in New Orleans, Louisiana University in Ruston, Louisiana,

Nichols State University in Thibodaux, Louisiana, McNeese State University in Lake Charles, Louisiana, and Northwestern State University in Natchitoches, Louisiana.

Subgoal 1.4 To prepare a manual for implementing and conducting a preschool education program

To achieve this goal a manual was developed and distributed throughout the state. The title of the manual is "Recommended Procedures for Preschool Programs for the Handicapped." The table of contents for the manual is shown below. A copy of the manual is available upon request from the Director of the Office for Early Childhood Education for the Handicapped.

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Preschool Program Improvement Worksheet

Subgoal 1.5: To administer activities related to the administration of the Office of Early Childhood Education of the Handicapped

To achieve this subgoal, the staff of the Office of Early Childhood Education for the Handicapped was to administer various administrative activities. These activities for 1978-79 included (1) organizing workshops to help fulfill the training needs of personnel working with preschool handicapped children, (2) evaluating the training activities, (3) providing input to the Annual State Plan for FY 80, and (4) scheduling of SEA personnel.

A number of workshops were organized, conducted, and evaluated. Information about these training activities is presented under objective three of this report.

The staff of the Office of Early Childhood Education assisted in updating the Child Search and Preschool Incentive grant sections of the FY 80 State Annual Program Plan. This plan was submitted to and approved by the Bureau of Education for the Handicapped.

During the project year, a travel policy was developed stating the conditions and procedures for travel when SEA personnel were scheduled to provide services to school districts throughout the state.

Subgoal 1.6: To develop and implement a plan to evaluate preschool education programs in Louisiana

Louisiana Act 754 states that the State Department of Education will conduct a comprehensive monitoring review of each parish's special education program every three years. To comply with the law the SEA conducts this monitoring review with 22 parishes each year. Personnel from the Office of Early Childhood Education are assigned to participate in this monitoring and are responsible for reviewing and evaluating the preschool handicapped programs in the parish. The monitoring visit takes from 2-5 days to complete and is a stringent in-depth review of the program. As part of the monitoring

review, special education teachers, regular classroom teachers, special education administrators, principals, superintendent, and parents are interviewed. Classes are observed and records are reviewed. The purpose of the monitoring visit is to determine if the parish is in compliance with the law and to disseminate how effectively the program is operating. The comprehensive monitoring reviews were conducted in the following parishes during the 1978-79 school year.

Bienville	Ascension	Bossier
Lincoln	West Carroll	Orleans
Tangipahoa	City of Monroe	Vernon
Acadia	Calcasieu	St. Charles
Rapides	Plaquemines	Lafayette
Terrebonne	Winn	Sabine
East Baton Rouge	St. Mary	Natchitoches
Ouachita		

Goal 2.0: To administer funds to support LEA preschool education programs

A variety of subgoals or activities were involved in the process of achieving goal two. Each subgoal will be stated and the available evaluation evidence on that subgoal will be presented.

Subgoal 2.1: To disburse preschool incentive grants

Incentive grant money was received late in the 1977-78 school year. The LEA's were notified concerning the money and procedures were developed for awarding grants. The general plan was to limit monies to inservice training activities with teachers and parents and to do the training on a regional basis. Applications for grants were to be in to the SDE Early Childhood Office by July 31, 1978. Grants were awarded in early September and the activities were conducted during the 1978-79 school year. Each

grant was for $30,000. The school systems awarded the grant and the regions served are noted below.

School District	Region
Calcasieu Parish	5
Iberia Parish	4
Ouachita Parish	8
Natchitoches Parish	7

The type of activities conducted in the pre incentive grants varied from region to region. The following summarizes the activities conducted for each grant.

Area	Type of Activity	Number	No. of Participants and Results
Region 5	Workshops on techniques, curriculum and developmental tasks	5 workshops held	299 teachers involved excellent responses to workshops
Region 4	-Provide physical therapy services to preschool children with a physical disability and delayed development	-provided service to four different parishes on a once a week basis	-46 children received full evaluation -106 children received screening services
	-Teacher workshops on motor development, evaluation, and programming	-in each of the participating parishes	-N/A
Region 7	-Preschool screening program for kindergarten children and in-service training for teachers	-kindergarten teachers in 10 parishes participated	-292 teachers participated -6,804 children screened
Region 8	-Parent and teacher inservice training workshops on laws, role of parent in education of child child, and programs	9 workshops held	383 parents and teachers involved Very positive response to workshops

Subgoal 2.2: To assist LEAs to obtain additional funding for preschool programs

A number of activities have been initiated to achieve this subgoal. These activities are summarized below.

1. Assistance was given to a number of LEAs in writing ESEA, Title IV-C proposals. Parishes assisted included Madison, Calcasieu, Orleans, and Caddo.
2. Assistance was given to Orleans and Winn parishes in writing for a demonstration grant.
3. Assistance was given to several universities in writing personnel preparation proposals. Universities assisted included University of New Orleans, Nichols State University, Louisiana Tech University, and Northwestern State University.

Goal 3.0: To organize and conduct inservice training programs for personnel working in preschool handicapped programs.

Four subgoals were listed to be achieved in the completion of goal three. Each subgoal will be stated and the evaluation information for that subgoal will be presented.

Subgoal 3.1: To help LEAs to identify training needs of teachers

In June 1978 forty-four local school districts sent representatives to a meeting to develop long range plans for the delivery of services to the preschool handicapped group of children. At this meeting, the first task was to identify the projected needs of local school districts. The major needs cited at this conference were as follows:

1. To have preschool handicapped programs available in all 66 school districts and to bring all programs to minimum standards.

2. To increase the effectiveness of the existing programs.

3. To expand programs to meet changing needs.

4. To increase model programs for infants and conduct major evaluations of 3-5 year old programs.

5. To provide free appropriate public education for all preschool handicapped children.

To fulfill the major needs identified, an exerted emphasis will be needed in training teachers who work with preschool handicapped children. To assist local school districts in identifying the training needs of their teachers, the staff of the Office of Early Childhood Education for the Handicapped developed an asscssment instrument to assess the training needs of teachers. The questions used in the questionnaire are shown below. This questionnaire will be used with LEA preschool personnel during the 1979-80 school year.

Teachers Needs Assessment Questionnaire

1. Do you know and understand the laws and regulations related to preschool handicapped children?
   Yes_____ No _____ Unsure_____

2. Are you concerned about the placement of preschool handicapped children?
   Yes_____ No _____ Unsure_____

3. Do you have a working knowledge of normal child development?
   Yes_____ No _____ Unsure_____

4. Are you familiar with resources available to persons involved with handicapped preschoolers?
   Yes_____ No_____ Unsure_____

5. Are you familiar with the safety and medical problems of handicapped preschool children?
   Yes_____ No _____ Unsure_____

6. Are you knowledgeable about related services for handicapped preschool children?
   Yes_____ No _____ Unsure_____

7. Are you familiar with the procedural safeguards of P.L. 94-142?
   Yes_____ No _____ Unsure_____

8. Do you feel you will have any difficulty assessing the child in order to develop your instructional approach?
   Yes_____ No _____ Unsure_____

9. Are you familiar with the Individual Educational Program?
   Yes_____ No_____ Unsure_____

10. If familiar, do you anticipate any problems?
    Yes_____ No_____ Unsure_____

11. Could you use assistance in modeling, cueing, prompting, fading and error-less learning techniques?
    Yes_____ No_____ Unsure_____

12. Could you use assistance in selecting materials, equipment, resources, etc. which will aid in teaching handicapped preschoolers?
    Yes_____ No_____ Unsure_____

13. Could you use assistance in motivating students to learn?
    Yes_____ No_____ Unsure_____

14. Could you use assistance in adapting instructional materials for use with preschool handicapped children?
    Yes_____ No_____ Unsure_____

15. Do you understand the need for child advocacy and parental enrollment?
    Yes_____ No_____ Unsure_____

16. Are you familiar with the procedural safeguards of Act 754?
    Yes_____ No_____ Unsure_____

17. Are you familiar with those community resources which are available to parents?
    Yes_____ No_____ Unsure_____

18. Will your program contain a self-evaluation mechanism?
    Yes_____ No_____ Unsure_____

19. Use this area for written needs you wish to have addressed.

Subgoal 3.2: To conduct inservice training workshops for all preschool personnel

Five different types of workshops were conducted towards the achievement of this subgoal. Documentation information concerning these workshops is shown in the table below.

Table 1: TRAINING WORKSHOPS CONDUCTED DURING 1978-79 PROJECT YEAR

Date of Workshop	Place of Workshop	Topic of Workshop	Number in Attendance
June 28, 1978	Toro Hills	5 year plan	52
April 4, 1979	Calcasieu Parish	Severe and Profound Handicapped	50
April 30, 1979	Jefferson Parish	Severe and Profound Handicapped	53
May 8, 1979	Caddo Parish	Severe and Profound Handicapped	53
May 22, 1979	Ouachita Parish	Severe and Profound Handicapped	41
December 6, 1978	Orleans Parish	Assessment techniques.	51
December 14, 1978	Lafayette Parish	Assessment techniques	82
January 10, 1979	Rapides Parish	Assessment techniques	15
February 15, 1979	Bossier Parish	Assessment techniques	15
Feb. 20-23, 1979	San Antonio, Tx.	Bi State Preschool Conference	27
March 23-24, 1979	Baton Rouge	Annual Preschool Conference	55

The information in the above table shows that 11 different workshops were held with 494 people in attendance. The workshops were attended by administrators, special education teachers, regular teachers, and various supportive personnel. At the conclusion of each workshop, a feedback questionnaire was administered. The questionnaire responses were tabulated and the results are presented in Tables 2 through 10.

Table 2: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE AFTER A CONFERENCE TO DEVELOP A FIVE YEAR PLAN FOR PRESCHOOL HANDICAPPED CHILDREN PROGRAMS

Questionnaire Statement	Number and Percent of Responses							
	Poor		Fair		Good		Excellent	
	No.	%	No.	%	No.	%	No.	%
1. Objectives were clearly stated			2	4	18	35	32	61
2. Objectives were covered			2	4	21	40	29	56
3. There was opportunity for discussion and/or questions					6	12	46	88
4. Presentation was clear			2	4	21	40	30	56
5. Overall level of presentation/ comprehension of materials			2	4	14	27	36	69

Suggestions for Improvements

A more convenient location (4)*
A clearer idea of all the objectives to be covered so that more pre-conference preparation could be done
Followup on what was started
Guidelines in written form would be helpful
Too much time was spent in getting started, taking breaks, eating lunch, etc.
Limit length of time
Have another based on the needs you assessed--same place.
Felt too long. Reached a frustrating and saturation point (2)
Could be cut down to less days (3)

*The number in the parenthesis indicates the number of times the suggestion was listed.

Table 3: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE REGARDING EFFECTIVENESS OF FOUR WORKSHOPS ON THE SEVERELY/PROFOUNDLY HANDICAPPED CHILD

Questionnaire Statement	From:	Number and Percent of Responses										To:
		1		2		3		4		5		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. The organization of the workshop was:	Poor			3	3	8	9	47	49	37	39	Excellent
2. The workshop objectives were:	Vague			5	5	14	15	27	28	49	52	Clearly Evident
3. The scope (coverage) of the workshop was:	Inadequate			4	4	16	18	38	41	35	37	Most Adequate
4. This workshop met my needs:	Not at all			8	9	19	20	42	44	25	27	Exception-ally Well
5. Were the workshop activities and information relevant?	Inapplicable	1	1	4	4	16	18	37	40	35	37	Most Applicable
6. How much content will you be able to apply?	None	4	4	7	7	32	34	32	34	20	21	All
7. The amount of time devoted to this topic was:	Insufficient	1	1	5	5	20	21	40	42	29	31	Most Adequate
8. Overall, I consider this workshop:	Poor			3	3	10	11	37	39	45	47	Excellent

Table 4: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE REGARDING ROLE OF THE CONSULTANT AFTER FOUR WORKSHOPS ON THE SEVERELY/PROFOUNDLY HANDICAPPED CHILD

Questionnaire Statement	From:	Number and Percent of Responses										To:
		1		2		3		4		5		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. Had the consultant made adequate preparation for this workshop?	None			1	1	9	9	38	39	50	51	Extensively
2. Was the consultant skillful in presenting workshop activities?	Inadequate			3	3	9	10	41	45	39	42	Exceptionally Adequate
3. Did the consultant distribute useful materials?	None			1	1	7	7	26	26	62	66	Adequate Amount
4. Was the consultant's information current?	Not at all					5	5	34	36	57	59	Most Timely
5. Interaction between you and the workshop leaders was:	Poor			1	1	15	16	33	35	46	48	Most Stimulating
6. What was your general impression of the consultant regarding personality, manners, and appearance?	Poor			1	1	5	5	20	21	71	73	Most Pleasing
7. Overall, I consider the efforts of the consultant?	Poor					4	4	31	32	61	64	Excellent

Suggestions:

Prohibit smoking at workshop (5)
A workshop concerning interpretation of laws concerning the rights of physically handicapped children would also be helpful
Suggestions of how teachers/aides could incorporate ideas of proper handling and positioning in classroom (2)
Information on signing and how to teach communication board use
Could have been more prompt in beginning some sessions
Need more inservice (3)
More activities involving the teachers

Table 5: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE AFTER WORKSHOPS ON ASSESSMENT TECHNIQUES AT ORLEANS AND BOSSIER PARISHES

Questionnaire Statement	Number and Frequency of Response							
	Poor		Fair		Good		Excellent	
	No.	%	No.	%	No.	%	No.	%
1. Objectives were clearly stated	3	4	5	8	28	44	28	44
2. Objectives were covered	1	2	4	6	35	55	24	37
3. There was opportunity for discussion and/or questions	1	2	3	5	22	34	38	59
4. Presentation was clear	4	6	11	17	30	47	19	30
5. Overall level of presentation/ comprehension of materials	1	2	19	30	30	47	14	21

Suggestions for Improvement:

Should be one on what to do after assessment especially for children stuck on a level
Would very much like a workshop on normalization of the adult mild and moderate retardate
Transparencies of poor quality - should have large type or hand printed and large enough to be seen by all
Handouts would have been better; #2 transparencies could not be seen. Frustrating!
The heavy smoke in the room made concentration difficult
More interagency sharing
The speakers were never introduced; afternoon session was poor!
Administrators should attend workshop
Demonstrations of new assessment tools would be helpful

Table 6: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE AFTER WORKSHOPS ON ASSESSMENT TECHNIQUES AT LAFAYETTE AND RAPIDES PARISHES

Questionnaire Statement	Number and Frequency of Response							
	Poor		Fair		Good		Excellent	
	No.	%	No.	%	No.	%	No.	%
1. The objectives of the workshop were clear and concisely given.			8	8	28	29	61	63
2. The presenters were knowledgeable and presented the material in a clear manner.			2	2	22	23	73	75
3. The quality of the materials will be useful.			8	8	44	46	44	46
4. More workshops of this type are needed.	2	2	7	7	25	27	58	61
5. The time allotted for questions and answers was sufficient			3	3	24	26	65	71

Suggestions:

Printed handouts (6)
Better chairs (2)
Outline on topics
Audio visual aid as well as lecture (3)
More on teaching materials and techniques not to be found in any particular program that is commercially prepared
Lists and addresses of tests discussed
Individual workshops for teachers, competent authority teams, etc. (5)
Techniques to use to assess children who are not amenable to standardized tests
Could not hear in back of room
More workshops of this type

Table 7: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE AFTER A BI STATE CONFERENCE ON HANDICAPPED INFANTS AND TODDLERS

Questionnaire Statement	Number and Frequency of Response							
	Poor		Fair		Good		Excellent	
	No.	%	No.	%	No.	%	No.	%
1. Objectives were clearly stated			3	11	10	37	14	52
2. Objectives were covered			1	4	12	46	13	50
3. There was opportunity for discussion and/or questions					2	8	24	92
4. Presentation was clear					5	19	21	81
5. Overall level of presentation/ comprehension of materials					4	15	22	85

Suggestions

List of books concerning OTR, PT techniques and assessment
Would like to have seen child's folder and IEP as well as observe in the classroom
Where possible try a rotational plan (2)
Microphone for presenters in general session
Larger space for general sessions (3)
A prior general statement about the conference theme or scope
Clearer identification of objectives (2)
Groups should have been defined more clearly (3)
Don't fly the main speaker out of Atlanta
Don't begin meeting with a night session
Expand notification
Presenters not use so many technical terms that many did not understand (3)

Table 8: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE AFTER THE ANNUAL PRESCHOOL CONFERENCE -- GENERAL SESSION

Questionnaire Statement	Number and Frequency of Response							
	Poor		Fair		Good		Excellent	
	No.	%	No.	%	No.	%	No.	%
1. Objectives were clearly stated			2	4	12	25	37	73
2. Objectives were covered			4	8	11	23	33	69
3. There was opportunity for discussion and/or questions	4	8	6	12	11	22	29	58
4. Presentation was clear	2	4	3	5	12	24	34	67
5. Overall level of presentation/ comprehension of materials	2	4			12	24	37	72

Suggestions

Fewer speakers and sessions of the same superior quality at one workshop so that all can be heard and attended
Need more time for questions at general sessions
Need to schedule 1 small group session per room. Too noisy and distracting with 2 per room
Suggest finding another facility (3)
Poor acoustics made it difficult to pay attention (2)
No smoking during sessions
Handouts and a summary of information presented
Chairs too close in big section
Smaller room for big session

Table 9: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE AFTER THE ANNUAL CONFERENCE -- SMALL GROUP SESSIONS

Questionnaire Statement	Number and Frequency of Response							
	Poor		Fair		Good		Excellent	
	No.	%	No.	%	No.	%	No.	%
1. Objectives were clearly stated			3	6	10	21	34	73
2. Objectives were covered			3	6	14	30	30	64
3. There was opportunity for discussion and/or questions	3	6	9	20	12	26	22	48
4. Presentation was clear	1	2	3	6	15	31	30	61
5. Overall level of presentation/ comprehension of materials			5	11	12	26	29	63

Suggestions

Each of three presentations should have been a separate session
Do not put two groups in one room without dividers (5)
Improve room facilities
Poor acoustics
Keep conference on strict time schedule
More small group sessions
Parenting
More space for small group presentations

Table 10: A SUMMARY OF THE RESPONSES MADE BY PARTICIPANTS ON A FEEDBACK QUESTIONNAIRE AFTER THE ANNUAL CONFERENCE -- FIIM PRESENTATION

Questionnaire Statement	Number and Percentage of Responses			
	Yes		No	
	No.	%	No.	%
1. Will this film prove useful?	43	100		
2. Will this film be good for parents and groups?	43	100		
3. If this film were available in one screen version, would you request it?	39	91	4	9

Suggestions

Speaker should be taped for future presentations
Needs better synchronization between pictures and script (4)
Film could be slowed down slightly and speak louder
It would be great to see photos of very young child
Take out black/white film clip and material concerning India (3)

The data in the previous tables indicate a very positive response towards all of the workshops. A good or excellent response is considered positive. The suggestions should be used by the project staff in planning future workshops.

Subgoal 3.3: To assist LEAs to implement Center and Home Based Preschool Education Program

To achieve this subgoal, the director of the Office for Early Childhood Education for the Handicapped arranged for directors of model centers and home based programs to make presentations at the Annual Preschool Conference. This provided an opportunity for all school districts to learn about these model programs. In addition the SEA office is disseminating information about the model program through distribution of literature and as they provide technical assistance to the LEAs.

Subgoal 3.4: To assist and train LEAs to identify, screen, evaluate, and place preschool handicapped children

A number of activities have been conducted to achieve this subgoal. These activities are summarized below

1. A manual for implementing child search activities is being developed and will be published during the 1979-80 project year. The table of contents of the manual is shown below.

Manual for Implementing
Child Search Activities

I. Introduction

II. Map of State

III. BESE Board Members

IV. Letter from Mr. Nix

V. Comments from Dr. Smith

VI. Child Identification

VII. Service Delivery

VIII. New trends

IX. Appendixes

- A. PL-94-142
- B. Act-754
- C. Regulations governing the implementation of Act 754
- D. Referral packet
- E. Sample awareness data
- F. End of the year report
- G. IEP forms

2. The Office for Early Childhood Education for the Handicapped is presently conducting a questionnaire survey to prepare a directory of screening resources. This questionnaire was sent to state associations and agencies, organizations, and local governmental agencies. The data obtained from the questionnaire will be compiled and placed in a service directory which will be distributed to local education agencies.
3. A publication entitled Test Analysis -- Screening and Verification Instruments for Preschool Children has been developed and distributed to LEAs.
4. The Division of Special Educational Services of the State Department of Education has funded a special project in two regions of the state to locate handicapped children who are enrolled in day care or Headstart programs. This project involved the Child Search Coordinator in each of the school districts in the project. To assist the Child Search Coordinators in their efforts, the following was given them: list of resources to contact, sample newspaper ad, sample radio or TV announcement, and a governor's proclamation of Exceptional Citizen's week.
5. A source book for noncategorical preschool programs has been developed and distributed to the LEAs. Included in this document was an early childhood skills inventory and program planning system.

4.0: To correlate and coordinate services provided to handicapped preschool children and their parents by various educational and social agencies.

Three subgoals were written to be completed in the achievement of this goal. Each subgoal will be stated and the available evaluation information on that subgoal will be presented.

Subgoal 4.1: To work with the Division of Health and Human Resources to develop and coordinate education related activities

The overall purpose of this subgoal was to develop interagency agreements on the implementation of Act 754. At the present time an agreement between the Headstart program and the Department of Education has been developed. A draft of this agreement follows.

AN AGREEMENT CONCERNING THE IMPLEMENTATION
OF ACT 754 OF LOUISIANA LEGISLATURE OF 1977

I. Parties to the agreement

This agreement is between the Region Office of the Administration for Children, Youth and Families (AYCF), representing Headstart (HS), and the Louisiana State Department of Education (SDE) and is binding on the staffs of both Departments as well as of, Headstart grantees and Parish and City school districts (LEA).

II. Purpose and Effect

The purpose of this agreement is to establish working procedures to allow individual Headstart Centers and their directing agencies, as well as the SDE to comply with the provisions of Act 754 Regulation sections 410, 411, 412, 413, 415, 736 and where applicable based on local center option sections 433 (e). It is understood that LEA's and Headstart Programs may enter into additional coordinative agreements and/or contracts which establish procedures for compliance with provisions of Act 754 and Public Law 94-142.

III. Development of Interagency Agreements

In order to fully implement the requirements of the Act 754 regulation requiring cooperation between Headstart and the State Department of Education a written interagency agreement shall be developed betwen ACYF and the State Department of Education by June 1, 1979. Further agreements shall be developed as needed by Headstart and Parish and City school districts' which reflects the needs and the capabilities of both agencies. This agreement shall articulate the following points.

IV. Interagency Protocol

Upon joint approval of the interagency agreement described in Paragraph II above, staff of the two agencies will prepare and submit to the proper signatories for joint review and approval an interagency protocol detailing the following:

1. It shall be the joint responsibility of HS's and LEA's to participate in the identification of handicapped children as described in Act 754 and Public Law 94-142.

2. The Headstart Program shall serve as instructional setting for the initial screening process for those children who meet eligibility requirements for participation in the Headstart Program. The screening will be conducted by trained HS staff. LEA's and HS's are encouarged to share training opportunities and expertise in the screening process.

3. The SDE and LEA's shall sanction the use of qualified HS personnel as members of multidisciplinary evaluation teams consistent with LEA supervision. In all cases a contact person from the HS agency shall be present to represent the interest of the child. All such evaluation efforts must of course, comply fully with all appropriate sections of the regulations governing Act 754.

4. The Headstart Program shall be designated an appropriate placement for duly identified handicapped children who meet enrollment eligibililty requirements for participation in the HS program and for whom:

   a. the Individual Education Plan (IEP) indicated a need for socialization and general stimulation to reduce the possibility of the need for special services at age six but for whom a self-contained non-categorical preschool class would not be the least restrictive enrivonment; and

   b. appropriate educational services will be provided by a visiting non-categorical preschool teacher who shall provide services consistent with the needs of the child and visit the program at least 1.5 hours per week as stated in the IEP and as articulated in the local Headstart Program. These services may include, but are not limited to consultation with Headstart staff and parents, participation in the writing and implementaion of IEP's educational activities for handicapped children, training for the staff working with the child and his parents, and coordination of efforts between the LEA and the Headstart Program.

5. Parents shall participate with HS and LEA personnel in the writing of IEP's for their children who have been duly identified as handicapped; parental approval of IEP shall be mandatory for implementation. IEP's shall indicate clearly an assignment of responsibility for each short-term and long term instructional objective.

6. Headstart shall continue to provide services to all children enrolled in its program consistent with its national mandate and as outlined in HS Performance Standards.

7. LEA's and HS's shall create a system which will assure smooth transition of duly identified handicapped children from Headstart Programs to the public schools.

8. Both the SDE and HS are governed by regulation that disallow the expenditure of funds for services that are provided from other local, state and federally funded services. Therefore, the IEP shall specify responsibility

of both agencies in providing services as specified in Act 754, PL 94-142 and Headstart Performance standards to children duly identified as handicapped, including responsibility for cost of service.

9. The Headstart staff shall be eligible to apply for any and all training provided by the SDE and LEA's for personnel involved in the education of handicapped children. IEP personnel working with Headstart programs shall be encouraged to participate in HS training activities.

10. Conditions arising not governed by contracts and/or which may be in conflict with policies and regulations governing both agencies shall be resolved by an arbitration committee composed of representatives from both agencies. Unresolved conflicts are to be reviewed and resolved jointly by SDE and the regional ACYF office.

V. Unaffected Programs

This agreement shall apply only to 3-5 year old children who meet enrollment eligibility reuqirements of Headstart who have been duly identified as handicapped according to procedures established by ACT 754.

VI. Modification of Agreements

No additions, deletions, or modifications may be made to his agreement or to any of the required activities or time frames without the joint written approval of the signatories of the agreement. After consultation of the SDE and ACYF with its local entities an annual review of written agreements shall be made. A mandatory formal review shall take place after the full first year of implementation.

VII. Effective Dates

A. The parties herewith jointly agree that this agreement shall commence July 1, 1979, or when approved by all parties, whichever is later, and terminate June 30, 1980. This agreement may be terminated at an earlier date if mutually agreed upon by all parties or upon 30 days written notification by one of the contracting parties to the other contracting party.

B. This agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwide, regarding the subject matters of this agreement shall be deemed to exist or to kind any of the parties herein.

ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES

David C. Chapa, Acting Regional Director

Date

STATE DEPARTMENT OF EDUCATION

J. Kelly Nix
Superintendent

Date

Subgoal 4.2: To assist LEAs to develop parental activities related to the education of their child

During the 1978-79 school year, the Division of Special Educational Services of the State Department of Education conducted five parent workshops throughout the state. The parents involved were parents of handicapped children. At these workshops, the parents were oriented to the purposes and intent of both PL 94-142 and Act 754. At the workshops the Office of Early Childhood Education for the Handicapped had a booth from which they distributed information about preschool handicapped programs.

Subgoal 4.3: To conduct workshops for competent authority teams

Under subgoal 3.2, it was noted that four assessment workshops were conducted during the school year. Information about these workshops was presented under that subgoal.

In addition to the assessment technique workshops, the Early Childhood staff participated in the comprehensive monitoring of university based evaluation teams. On these monitoring visits to the university, the staff reviewed the evaluation activities as they pertained to preschool children. Strengths and weaknesses were noted and a written report of the visit was given to the coordinator of the evaluation team.

Subgoal 4.4: Develop a manual which will assist in the referral of children to appropriate services

The manual was started during the 1977-78 project year. As the publication developed, a need emerged for a manual covering more than just information about referral services. The staff then undertook to expand the manual. This was done and a manual entitled Sourcebook for Noncategorical Preschool Programs was developed and distributed to all LEAs.

III. Summary of Findings, Conclusions, and Recommendations

A. Summary of Findings

The evaluation findings are summarized below.

1. To more effectively utilize staff and materials, revised job descriptions were written and materials and equipment needed for the Early Childhood Office were purchased. The reorganization of the office and better allocation of work assignments have not been completed.
2. The staff members of the Early Childhood project helped disseminate information about model projects operating within the state.
3. To help develop pre service training programs for teachers of preschool handicapped children, the Early Childhood project staff have encouraged universities to initiate and expand their training programs. Five such programs are in operation. Certification requirements for these teachers have not, as yet, been approved.
4. The staff members of the Early Childhood project have produced, printed, and distributed to all LEAs a manual entitled Recommended Procedures for Preschool Programs for the Handicapped.
5. In conducting the administrative activities of the office, the staff organized workshops, evaluated training activities, provided input into the development of the FY 80 annual program plan, developed policies, and scheduled personnel to monitor and provide technical assistance to LEA programs.
6. To develop and implement a plan to evaluate preschool handicapped program, the staff participated in comprehensive monitoring visits to 22 parishes. During these visits, an extensive review of the programs was conducted.
7. The project staff disbursed preschool incentive monies through grants to parishes.

8. The Early Childhood staff provided assistance to a number of LEAs and universities in writing proposals for grants. Approximately 50 percent of the grants were funded.
9. To help LEAs in identifying training needs of teachers, the Early Childhood staff developed a needs assessment questionnaire. This questionnaire will be used during the 1979-80 school year.
10. The project staff were involved in 11 different workshops to provide inservice training for preschool personnel. Nearly 500 people were involved in the workshops, and feedback questionnaire responses to workshop activities were very positive.
11. To assist LEAs to implement center and home based preschool education programs, the Early Childhood staff disseminated information about model programs through the mail and by arranging for directors of model projects to make presentations at the statewide annual preschool conference.
12. A manual for implementing child search activities is being developed by the Early Chilhood project staff but has not, as yet, been completed.
13. The staff has been instrumental in developing an interagency agreement with the Headstart programs on the implementation of Act 754.
14. To assist LEAs to develop parental activities, the SEA conducted five parent workshops. The Early Childhood staff disseminated information at these workshops.
15. Planned workshops for competent authority teams were not conducted as scheduled, but Early Childhood personnel were involved in monitoring activites of university based competent authority teams.
16. The project staff developed and distributed a manual entitled Sourcebook for Noncategorized Preschool Programs.

B. Conclusions

From the evaluation findings, the following conclusions are made:

1. The efficiency of the Office of Early Childhood Education for the Handicapped has been improved greatly through the production of manuals, through dissemination activities, through involvement in monitoring activities, and through revising the job descriptions of the personnel.
2. Some activities need to be completed to further increase the efficiency of the Early Childhood Education office. Examples of such activities are: teacher certification requirements; description of training models; a review of in-office activities and procedures; and completion of the child search manual.
3. The project activities have been only moderately successful in helping LEAs obtain additional funding for preschool handicapped programs.
4. Training activities conducted by the project staff have been very successful as indicated by the number of workshops conducted, number of people involved, and by participant responses on feedback questionnaires.
5. The project has achieved the goal of obtaining an interagency agreement with the Headstart program. The implementation of this agreement can have a very positive effect on child search activities.
6. Continued correlation needs to occur between the Office of Early Childhood Education and other programs within the Divison of Special Educational Services. For example in the development of monitoring procedures and forms.

C. Recommendations

The evaluation findings and conclusions suggest the following recommendations:

1. The state implementation staff are to be commended for their accomplishments, as most of the project activities were successfully completed. This office should be continued as it is a vital component in providing full educational opportunity to all handicapped children.
2. It is recommended that the staff make every effort to complete the following activities during the 1979-80 school year:
   a. Certification requirements for teachers of preschool handicapped children
   b. Completion of a manual on procedures and materials for child search
   c. Written descriptions of training models including an assessment inventory, planning procedures, training procedures, and evaluation techniques.
3. To help LEAs obtain additional funds for preschool programs, it is recommended that the staff consider conducting a grant writing workshop for personnel desiring to write for grants to fund preschool programs.
4. It is recommended that training activities be continued, but the SDE regional personnel should have greater involvement in the planning, organizing, and conducting of such workshops.
5. The primary efforts of the Office of Early Childhood Education for the Handicapped has been on initiating program for children, ages 3-5. This has fulfilled the intent of the state law. It is recommended that attention be directed towards the development of programs for ages 0-2.

6. The director of the SDE implementation grant should continue to correlate preschool program activities with school age activities within the Division of Special Educational Services. The monitoring report forms and procedures is one area in which the correlation is essential.